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A Study of Business Education Teacher Load in Five Omaha Public High Schools, 1953-1969

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A STUDY OF BUSINESS EDUCATION TEACHER LOAD IN FIVE OMAHA PUBLIC HIGH SCHOOLS, 1953-1969

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

One belief rather widely accepted by educators today is that the effectiveness of teacher-pupil relationships and the quality of teaching are determined by the diligence and competence of the teachers themselves and also largely by the working conditions and the weight of teaching assignments which help to govern the teaching load. Consequently, teacher loads and the factors contributing to them are matters of immediate and vital concern to administrators and supervisors who are responsible for the economical and efficient operation of schools and for the effective utilization of staff. Essential to the recruitment and to the maintenance of sufficient teachers to fulfill education's goals and to the maintenance and improvement of the quality of education is constant study as the search continues for solutions to the problems of teacher load.

I. THE PROBLEM

Statement of the problem. In an effort to determine how the Omaha Public Schools stand in the area of teacher load, this study was undertaken. The purpose of this study was to determine whether the total assigned duties of business education teachers in five Omaha public high schools in five-year intervals between 1953 and 1969 increased or decreased and weigh them against any available national averages.

Importance of the study. One of the most important factors in improving the quality of education is to improve the quality of instruction through the effective utilization of staff. The problem of teacher load, then, is crucial to such staff utilization. By knowing what occurred in the past, one can make more effective decisions on teacher utilization in the future. By knowing the national trend in teacher load, it is also possible to see how a local system stands in the matter.

Method of study. The historical method of research was used to gather data from primary sources for the years 1953-54, 1958-59, 1963-64, and 1968-69. Only full-time business education teachers were included. The research was concerned with the measurement and comparison of the official responsibility of these teachers--not only with their classroom instruction and the specific tasks related thereto, but also the study was concerned with all their other officially assigned duties.

Four questions were pertinent in reaching a conclusion:

1. Number of preparations for each teacher
2. Number of classes for each teacher
3. Number of students for each teacher
4. Number of extracurricular duties

Limitations of study. There were three limiting factors in this study. The major limitation was that there was very little information available on business education teacher load. Appendix A verifies an area of this limitation. Another limitation was that only full-time business

education teachers were considered, and the third limiting factor was that only data from four years taken at five-year intervals was included.

II. DEFINITIONS OF TERMS

In order to define the terms for this study, a number of references were consulted. Definitions that apply to terms used in this study follow.

Business education. Business education may be defined as a discipline concerned with two broad educational goals: (1) to provide all students with opportunities to develop basic understandings of business and economic principles and to emphasize the role of the individual consumer in affecting decisions regarding those principles; (2) to provide all students with the opportunity to develop marketable skills which will lead to job competencies in business, office, and distributive occupations.[1]

Teacher. An adult individual who taught business subjects full time in a high school was the teacher in this study.

Student. Any boy or girl who was enrolled in a business education subject was considered a student.

Class size. Class size was the total number of students assigned to a business education subject for a particular period for a particular day to a particular teacher.

Class. A class was a group of students scheduled to meet regularly for a definite part of a school day with one particular teacher for the

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[1]Business and Distributive Education Curriculum Guide, State of Nebraska, Department of Education (Lincoln, Nebraska, 1966), pp. 2-3.

purpose of learning or being instructed in some specific part of the business education curriculum.[2]

Teaching load. This involved the number of students assigned to each teacher and the number of extracurricular assignments for that teacher. More specifically, it was understood to include all activities which took the time of the teacher and which were related either directly or indirectly to his professional duties, responsibilities, and interests.[3]

Preparation. Preparation was the number of different business subjects a teacher prepared to teach regularly for all of, or for a definite part of a school day.

Extracurricular duties. Activities outside of the business subject teaching to which business teachers were assigned by school administrators were extracurricular duties.

Traditional schedule. The organization of the school day into instructional periods consisting of six, eight, or nine periods was the traditional schedule.

Flexible modular schedule. A division of the school day into smaller modules of time than those traditionally used was the modular schedule. A single module might last anywhere from 10 to 30 minutes

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[2]Sherrell E. Varner, Class Size, Research Summary 1968-SL (Washington: Research Division, National Education Association, 1968), p.7.

[3]Archer L. Burnham, Teacher Load in Nebraska High Schools, A Preliminary and Partial Report (Lincoln, Nebraska: Nebraska State Education Association, no date), pp. 3-4.

depending on the individual school and the amount of flexibility wanted. While the basic module might be 20 minutes, a class may be several modules long, depending on the course and teacher requests in given departments.[4]

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[4]Dwight W. Allen and Robert N. Bush, A New Design for High School Education Assuming a Flexible Schedule (New York: McGraw-Hill Book Company, 1964), p. 26.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature as it pertains to teacher load reveals that very little research has been accomplished that relates specifically to business education. The research dates from 1900 to 1940 and from 1950 to the present. The studies during the first half of the century dealt primarily with class size. Then World War II called a halt to this type of research. After the war ended, research began again with the Office of Education and the Federal Security Agency study on class size. While research on teacher load has continued to the present, much of it seemed to be done in the 1950's.

Most literature reviewed fell into the general categories of teacher load, class size, and extracurricular duties. This chapter will deal with those three areas in that order.

I. LITERATURE ON TEACHER LOAD

Teaching load was defined in a preliminary report on teacher load in Nebraska high schools as including all activities which take the time of the teacher and which are related either directly or indirectly to his professional duties, responsibilities, and interests.[1] Teacher load

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[1]Burnham, op. cit., p. 4.

become a concern in the late 1930's when a research committee of the National Education Association studied the nature and significance of teacher load. The committee concluded that:

> The quality of teaching service and the effectiveness of pupil-teacher relationships are determined not only by the competence and diligence of teachers themselves but also very largely by the weight of teaching assignments and by the working conditions which help to govern teaching load.[2]

The committee further concluded that administrators and supervisors should acquaint themselves with those factors that contribute to the economical and efficient operations of schools.[3]

The Department of Classroom Teachers of the National Education Association formed a committee on Teacher Load in Relation to Effective Teaching in 1952 which was chaired by Sweatmon. Sweatmon and his committee reached the conclusion that when a classroom teacher is overburdened, the resulting fatigue and tension produce a classroom atmosphere where children:

> Develop feelings of insecurity which hinder their achievement and progress.
>
> Acquire emotional and psychological conditions which may lead to serious physical and mental illnesses.
>
> Build up resentment toward school, home, and community which may carry over into adult life.

And, when a classroom teacher, because of reasonable class size, sensible

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[2] Ibid., p. 3.

[3] Ibid.

curriculum goals and intelligent scheduling of school tasks, does not carry an overload of work, he can:

> Give the individual attention required to insure the maximum development of each child within a given period of time.
>
> Guide the child toward the acquisition of subject matter but also toward ability to work with others, to weigh ideas, and to judge his own growth.
>
> Maintain in the classroom a friendly atmosphere, free from tension, thereby helping each child become a thoughtful, well rounded individual.[4]

In a policy statement in 1957, the Department of Classroom Teachers said that teacher load has a direct bearing on the welfare of the children in the classroom. The need for lifting teacher load is a major problem in our schools today. Good teachers are valuable; they are community assets whose efficiency and well-being should be conserved. In order to make effective teaching possible, every school system needs policies that provide for reasonable class size, a reasonable number of hours of classroom instruction, a fair distribution of duties, adequate clerical help, and a smooth running school management designed to facilitate good teaching.[5]

Administrators and supervisors have tried for a number of years to devise an acceptable formula that would measure teaching load accurately and objectively, but have failed to do so. The formula that has come the

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[4]Laverne Sweatmon, chairman, Teacher Load Teacher Lift, A Report Prepared by the Department of Classroom Teachers (Washington: National Education Association, 1953), p. 8.

[5]"Memorandum to all Citizens Interested in Good Schools," (Washington: Department of Classroom Teachers, National Education Association, no date), (Mimeographed.)

nearest to accomplishing this goal, in addition to being the most popular, is the H. R. Douglass teaching load formula. It is used the most because of the large number of teaching load factors considered in computing load: class periods, number of pupils, period length, subjects taught, grade level, duplicate sections, and periods spent in out-of-class activities.[6]

The median teacher load in the Omaha schools in 1960 amounted to 28.86 Douglass units. For this year, the national median was 1.04 units higher than the Omaha median.[7]

Clark said in 1956 that no formula yet devised for teaching load has proved entirely satisfactory. For many years, including the present time, administrators and educationists, disturbed by the inequalities and excesses of teaching load, have tried to devise formulas by which teaching loads can be measured accurately and objectively. Clark also said that the Douglass teaching load formula is perhaps the most accepted one.[8]

Probably the most satisfactory formula for any school system is one in which the allowances for the various factors are derived and agreed upon by the local teachers and administrators.

For over 30 years the NEA representative assembly has approved resolutions on teacher load including recommendations that class size should

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[6]Leonard H. Clark, "Teaching Load Formulas Compared," The Bulletin of the National Association of Secondary-School Principals, 40:222 (October, 1956), p. 55.

[7]Burnham, op. cit., pp. 20-21.

[8]Clark, loc. cit.

not be more than 30 pupils. NEA's Department of Classroom Teachers asked for a teacher-pupil ratio of 1 to 25 and class size of not more than 30 pupils. In 1955 the NEA Commission on Teacher Education and Professional Standards issued a policy statement including emphasis upon classes of 25; assignments of teachers to their fields of competency; free time for planning, lunch, and rest; a reasonable distribution of extracurricular assignments; and allowance of time for inservice education.[9]

In an article that appeared in a pamphlet issued by the National Education Association, it was revealed that the expansion of the school's objectives and increases in the scope and content of the curriculum have added still other complications to the teacher load problem. Today we find ourselves trying to use more technical professional knowledge to reach more complex educational goals for more children and with relatively fewer teachers, fewer classrooms, and fewer facilities.[10]

II. LITERATURE ON CLASS SIZE

Research findings do not indicate that there is one best class size, nor one best teacher-pupil ratio. Research findings further indicate that it may not be so much that research is not conclusive, but that research has not been comprehensive.

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[9]"Teacher Load," NEA and Teacher Welfare, Reprinted from the NEA Journal (September 1955 through May 1956), p. 12.

[10]Ibid., p. 11.

In 1949, Tompkins, a specialist for large high schools, pointed out that principals and supervisors have a great, and sometimes lonely, responsibility for developing policy on class size. Teachers desire smaller classes, but administrators are fearful of increasing costs. So class size runs its course as a manipulative device.[11]

Blake, after analyzing the available research in 1954 on class size, concluded that the advantage held by small classes over large classes when student achievement is being measured is, indeed, very slight. In reality, class size is the strongest predictive instrument influencing the kind of learning experience the child will have. Large classes employ the techniques of mass education; they are, with rare exception, typified by a rigid lock step, textbook-centered curriculum, with little opportunity for self-expression. On the other hand, the obvious advantages for learning in small classes are: greater physical freedom; more flexible groupings to take into account individual differences; greater opportunities for student leadership in learning situations; more extensive use of non-textbook instructional materials; chance for the teacher to learn the child's strong points as well as his deficiencies; more individualized work to meet the learner's needs; and more feasible interaction between home and school.[12]

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[11]Ellsworth Tompkins, Large and Small Classes in Secondary Schools, Federal Security Agency, Office of Education, Circular 306 (Washington: United States Government Printing Office, 1949), p. 3.

[12]William P. McLoughlin, "Class Size Affects Learning Ability," The School Executive, 75:7 (March, 1956), p. 91.

A pamphlet published by the NEA Research Division in 1952 revealed that very little had been done in an effort to determine the relation of class size to instruction up to the 1950's. It also revealed that secondary teachers, in weighing the relative importance of certain conditions inducing strain in their day-to-day work, said requirements of extra-curricular responsibilities outranked the number and type of pupils in the nine factors under consideration. The other seven factors were as follows:

1. Inadequacy of school facilities
2. Clerical and administrative work
3. Requirements of instructional planning and class size
4. Guidance and pupil-adjustment responsibilities
5. Professional improvement requirements
6. Changing emphasis in classroom methods and procedures
7. Required community relationships[13]

McKenna, who was Executive Secretary of the Metropolitan School Study Council, Teachers College, Columbia University, in 1963 helped to develop the logical measurement in Numerical Staffing Adequacy (NSA)--the number of professional staff members per 1,000 pupils in daily attendance. He said that when thinking of class size, the number 25 comes to mind as a norm. Because of the newness of the NSA measure, national averages are difficult to obtain, but the best estimate that can be made on a national median is somewhere just under 50 professional staff members per 1,000 students. He further pointed out that a quality educational program

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[13]"Class Size as Related to Instruction in Elementary and Secondary Schools," For Your Information (Washington: NEA Research Division, November, 1952), p. 6.

devoted to duties in the high school may be counted in determining the pupil-teacher ratio.

Teaching load shall be such that teachers have adequate time to perform their duties effectively.

Except in certain activity type classes such as typewriting, physical education, and music, the total average pupil load for teachers within a department shall not exceed 170 pupils per day for long-period day nor 180 pupils per day for the short-period day.[17]

In 1949 in a sampling of all high schools of more than 500 enrollment, Tompkins found that there was a general agreement among teachers that (a) a small class consists of 15 to 20 pupils, (b) a large class consists of 35 or more pupils, (c) a class of 1 to 13 pupils is too small for efficient instruction, (d) a class of 30 to 35 pupils is too large for efficient instruction and (e) an ideal class size is 24 to 25 pupils.[18]

In another article, Tompkins said that the following general factors influencing class size are important:

1. Financial appropriation for instruction
2. Tradition of class size within the school or school system
3. Number of pupils in relation to building and room facilities
4. Arranging pupils' schedules to fit their educational needs

Other particular instructional factors are as follows:

1. The purpose of instruction in the particular group
2. The nature and personality of the class

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[17]North Central Association of Colleges and Secondary Schools, Policies and Criteria for the Approval of Secondary Schools, (Commission on Secondary Schools, 1968-69), p. 14.

[18]"Class Size as Related to Instruction in Elementary and Secondary Schools," op. cit., pp. 9-10.

3. The need for assisting the individual pupil
4. The grade and level of the subject to be taught
5. The need for some teacher time during the school day to prepare and organize learning materials
6. The ability of the teacher to adjust to the individual differences and abilities within the class

Tompkins asked principals from 15 states to comment on factors which they believed influence class size. Some of their comments follow:

> From Nebraska: (Benson and Central High Schools were included in this questionnaire.) We like to keep English composition classes under 25 and discussion groups under 35 pupils. We do not offer a class if fewer than 15 pupils elect it. I wish all classes could be smaller than ours are at present. Even if we could afford the teacher time for that purpose, we do not have the rooms to accommodate the resultant greater number of classes.
>
> From New York: There is no categorical answer to the question as to how large classes should be. In English literature we can have classes of 30 without imparing the quality of instruction. In grammar and composition I think the classes should be not much over 20. Generally speaking, modern language classes should not exceed 20. Classes in skill subjects such as typewriting can include as many as 50 students without detriment to the work.
>
> From Oregon: Many of our classes are too large to get proper results. Large classes limit the individual attention any teacher can give to student difficulties. Perhaps this is one of the reasons why many of our faculty members appear tired and worn out. I believe far more efficient work can be done with classes limited to 25.[19]

In a review of the findings of his study, Tompkins found that:

1. A small class consists of 16 to 18 pupils
2. A large class consists of 34 to 36 pupils

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[19]Ellsworth Tompkins, What Teachers Say About Class Size, Federal Security Agency, Office of Education, Circular 311 (Washington: United States Government Printing Office, 1949), pp. 21-27.

3. An ideal class consists of 25 pupils
4. The average number of teaching assignments per day per teacher is 4.8 periods[20]

The National Education Association presented the following national statistics for pupil-staff ratios:

1965: Median class size--overall 29.0
Median class size--business 29.8[21]

1966: Pupils per teacher in Nebraska--20.1 in 1966
Median class size nationally--29.0 in 1963-64
Median class size in business in school systems of 50,000 to 99,999 pupils was 30.7. The overall total of school systems in this category was 29.6 in 1963-64.[22]

1970: 20.5 pupils per professional staff member
23 pupils per teacher nationally[23]

Recommendations and standards for class size, teacher load, and/or numerical staffing by some of the national education organizations follow:

1950--National Association of Secondary-School Principals, NEA:

> The secondary school of the future will not have standard classes of 25 to 35 pupils meeting five days a week on inflexible schedules. Both the size of the groups and the length of the classes will vary from day to day. Methods of teaching, student groupings, and teacher and pupil activities will adjust to the purposes and content of instruction.

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[20] Ibid., p. 38.

[21] "Class Size in Secondary Schools," NEA Research Bulletin, 43:1 (February, 1965), pp. 20-22.

[22] Varner, op. cit., pp. 8-12.

[23] "Pupil-Staff Ratios," NEA Research Bulletin, 48:2 (May, 1970), pp. 50-53.

1962--Association of Classroom Teachers, NEA:

> The department believes that teachers should be freed from excessive clerical work, that there should be maintained a teacher-pupil ratio of 1 to 25 based upon persons actually engaged in classroom teaching and the total student enrollment, that class size should not exceed 30 students per teacher, and that school-day schedules should provide adequate time for lesson planning and pupil counseling.

1962--Educational Policies Commission, NEA-AASA:

> The primary consideration affecting class size is the individual need of each pupil for professional assistance. Class size may properly vary with the subject taught, the characteristics of the student body, and the number of professional personnel available to supplement the teacher's efforts in guiding pupils.

1966--NEA Office of Professional Development and Welfare:

> For a superior school system there are at least 65 professional personnel per 1,000 pupils. Professional personnel other than classroom teachers account for at least 15 of the 65 professional personnel per 1,000 pupils.

1967--National Education Association:

> A minimum of 50 professional staff members per 1,000 pupils in a school system.

1967--American Association of School Administrators, NEA:

> We as school administrators propose to work for smaller classes, more attention to each individual, and more adequate materials and equipment--thus providing a better educational program for each child.[24]

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[24]Varner, op. cit., pp. 33-37.

III. LITERATURE ON EXTRACURRICULAR DUTIES

Extracurricular duties, as defined earlier, were those activities outside of the business subject teaching to which teachers were assigned by school administrators.

In his study, Cowan found that about 22 percent of the business teachers believe that the amount of time spent on activities was out of proportion to the amount of time they must spend on teaching duties.[25]

Some activities common to business teachers indicated by Finch are:

1. Sponsorship of the business club
2. School accounting
3. Financial sponsorship of the annual
4. Mimeograph of the school paper and annual
5. Just plain chores as keeping time at basketball games[26]

Casparian found that the five activities confronting beginning business teachers with significantly more than average difficulty were management of the student store and snackbar, business management of school activities, sponsorship of the school yearbook, sponsorship of the school newspaper, and business club sponsorship.[27] Green, in her study

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[25]Herman G. Cowan, "The Non-Teaching Duties and Responsibilities of Business Teachers in Maine," The National Business Education Quarterly, 24:1 (Fall, 1955), p. 21.

[26]Robert Finch, "Assuming Responsibility for School Activities," American Business Education, 12:4 (May, 1956), pp. 224-225.

[27]Andrew J. Casparian, "A Business Teacher's Annotated Bibliography on Extracurricular Activities," The National Business Education Quarterly, 28:1 (Fall, 1959), p. 12.

said that teachers will sponsor more activities in a medium sized or small school than they will in a large or very large school.[28]

In a discussion group at the fifth annual problem clinic for business teachers in 1955, it was noted that Kansas was attempting to work with the school administrators to point out that if a teacher has two extra-class activities his teaching load should not be more than four classroom hours.[29]

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[28]Helen Hinkson Green, "Extracurricular Activities and 'Hypothetical Harry,'" The Balance Sheet, 38:8 (April, 1957), p. 350.

[29]Harves Rahe, director, "Fifth Annual Problem Clinic, American Business Education, 12:3 (March, 1956), pp. 156-157.

CHAPTER III

AN ANALYSIS OF BUSINESS EDUCATION TEACHER LOAD

I. INTRODUCTION

This chapter presents an analysis of data relative to the teaching load of full-time business education teachers in five senior high schools in the Omaha public school district for the years 1953-54, 1958-59, 1963-64, and 1968-69. The date were obtained from primary sources that were completed in each of the respective years mentioned by teachers who taught at Benson, Central, North, South, and Technical High Schools. All of these high schools provided a comprehensive program which included college preparatory courses, business education, fine arts, industrial arts, and general education courses. In addition, South and Technical High Schools offered training in the vocations and trades most commonly pursued in Omaha. Standards set by the North Central Association and other accrediting agencies also governed the content of the senior high school program of studies.

II. BUSINESS EDUCATION TEACHERS USED IN STUDY

The data in Table I show the number of teachers employed for each senior high school and the number of teachers actually used for this study. The data in this and all following tables and figures are limited to the

TABLE I

TOTAL NUMBER OF BUSINESS EDUCATION TEACHERS IN FIVE OMAHA PUBLIC HIGH SCHOOLS AND NUMBER USED IN STUDY

SCHOOL	1953-54		1958-59		1963-64		1968-69	
	total staff	no. in study	total staff	no. in study	total staff	no. in study	total staff	no. in study
Benson	6	4	7	6	10	6	10	7
Central	5	4	6	5	6	6	7	5
North	7	3	6	5	8	6	11	9
South	13	7	13	10	15	12	19	14
Technical	9	7	8	7	9	6	7	4
Totals	40	25	40	33	48	36	54	39
Percentage of Teachers used	62.5		82.5		75.0		72.2	

information obtained from primary documents kept in the business education supervisory office of the Omaha Public Schools.

School year 1958-59 had the greatest percentage, 82.5, of teachers who were teaching business full time of any of the years studied. At no time did the number of teachers who taught full time in business education drop below 62.5 percent. The expansion of the school district's boundaries and the increasing enrollments in high schools, no doubt, contributed to the percentage of teachers teaching business education courses full time.

III. HIGH SCHOOL SCHEDULES AND TEACHING PERIODS

School schedules. Table II shows the total number of teaching periods in each of the five high schools. Benson and Central High Schools operated on eight 40-minute periods per day for each of the four years studied. North High School followed the same plan for three years and in 1968-69 went to nine 40-minute periods a day. Expansion of the curriculum offerings and the need for more teaching stations made it necessary for the school to move to nine periods if its program was to continue to be flexible. South and Technical High Schools operated on six periods of 55 minutes for each of the four years except in 1963-64 when South High School had seven periods of 55 minutes and in 1968-69 when it used 20 modules of time each 20 minutes long. Increasing enrollments at South High School in the 1963-64 school year caused the school to move to seven periods. It went from that to a flexible, modular

TABLE II

NUMBER OF CLASS PERIODS FOR EACH HIGH SCHOOL
DURING FOUR YEARS OF STUDY

SCHOOL	1953-54	1958-59	1963-64	1968-69
Benson	8	8	8	8
Central	8	8	8	8
North	8	8	8	9
South	6	6	7	20 mods
Technical	6	6	6	6

schedule as a result of a decision to cooperate with Stanford University in a research project on modular scheduling.

Teaching periods. The number of full-time business education teachers in each of the five senior high schools and the number of classes each one taught during a normal day for each of the four year periods studied is presented in Tables III through VII.

Teachers at Benson and Central High Schools operated in an eight period day. In addition to the five teaching periods, almost every teacher had two preparation periods and a study hall assignment. Tompkins reported an average number of teaching assignments of 4.8 per day per teacher.[1] There is a difference of .2 between the average number of teaching periods at these two schools and Tompkins' findings. This difference appears not to be too great.

Full-time teachers at North High School taught six classes and had two preparation periods. When this high school went to a nine period day for the school year 1968-69, teachers maintained a normal teaching assignment of six periods. Equating the six periods to what Tompkins found to be the average number of teaching assignments, 4.8, teachers at North High School had 1.2 more teaching assignments. The reasons contributing to this were the school's facilities and the increasing enrollments.

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[1]Tompkins, op. cit., p. 38

TABLE III

NUMBER OF CLASSES FOR EACH BUSINESS EDUCATION TEACHER AT BENSON HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	5	6	5	5
B	5	4	5	5
C	5	5	5	5
D	5	5	5	4
E	5	5	4	5
F		5	5	6
G		4	6	5
H				5

TABLE IV

NUMBER OF CLASSES FOR EACH BUSINESS EDUCATION TEACHER AT CENTRAL HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	5	4	5	4
B	6	6	5	6
C	6	6	5	5
D	5	6	5	5
E		6	5	5
F			5	

TABLE V

NUMBER OF CLASSES FOR EACH BUSINESS EDUCATION TEACHER AT NORTH HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	5	5	6	6
B	4	4	6	6
C	6	5	4	6
D	6	6	7	5
E		6	7	6
F		6	6	6
G			6	5
H				5
I				6

TABLE VI

NUMBER OF CLASSES FOR EACH BUSINESS EDUCATION TEACHER AT SOUTH HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	5	5	5	7
B	4	5	5	5
C	5	5	5	6
D	5	5	6	6
E	5	4	5	6
F	4	5	5	6
G	5	5	6	7
H		5	5	5
I		5	5	5
J		5	5	6
K		5	5	6
L			5	6
M			5	6
N				6

TABLE VII

NUMBER OF CLASSES FOR EACH BUSINESS EDUCATION TEACHER AT TECHNICAL HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	5	5	5	5
B	5	5	5	5
C	5	6	5	5
D	4	5	5	5
E	5	5	5	
F	5	5	4	
G	4	5		

Technical and South High School teachers taught five of the six periods a day for each of the years studied except for 1968-69 when South High School went to flexible modular scheduling using 20 modules of time a day. In addition, each teacher had one preparation period. The 20 modules a day provided for more flexibility in teaching facilities and increased the number of teaching periods per teacher. The average number of teaching assignments at these two schools was just .2 percent above Tompkins' find except for school year 1968-69 at South High School. It is difficult, if not impossible, to equate the flexible modular day with Tompkins' findings because modular scheduling did not arrive in the public school system until the early 1960's.

IV. BUSINESS EDUCATION STUDENTS AND AVERAGE CLASS SIZE

Assigned students. The data presented in Figures 1 and 2 show the number of students who were enrolled in business subjects in each of the high schools for each of the years studied. There was a growth in the number of students enrolled in business subjects at Benson High School of 54.9 percent from 1953 through 1968. Enrollments at Central High School increased from 1953 through 1963, but in 1968 dropped 20.36 percent from the 1963 high. The largest growth, 65.76 percent, in business education enrollments between 1953 and 1968 occurred at North High School. A 57.1 percent growth at South High School was the second largest during the 15-year period. Enrollments at Technical High School

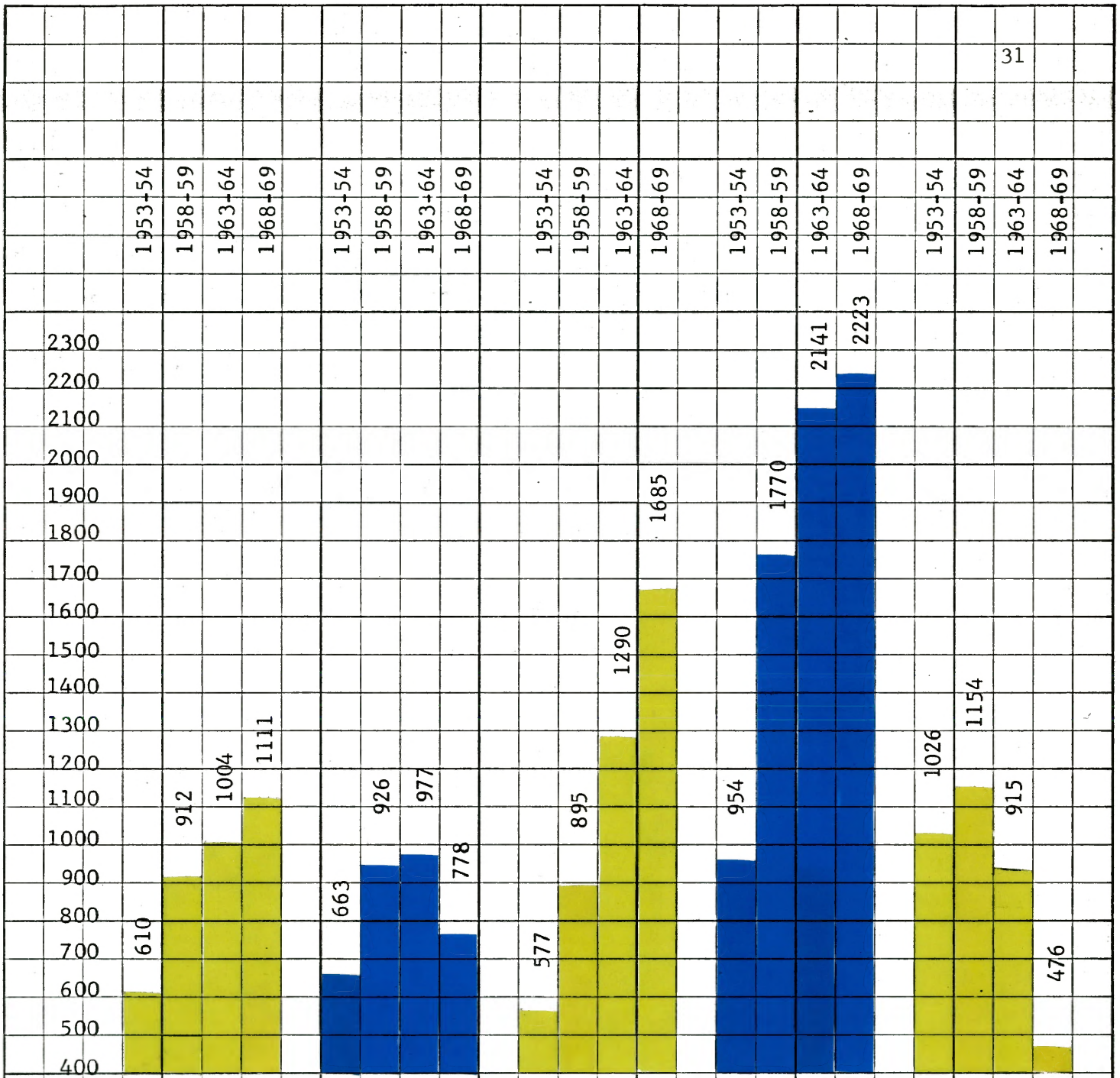

FIGURE 1

ACTUAL NUMBER OF STUDENTS BY SCHOOL IN CLASSES OF FULL-TIME BUSINESS TEACHERS

KEY:
B -- Benson High School
C -- Central High School
N -- North High School
S -- South High School
T -- Technical High School

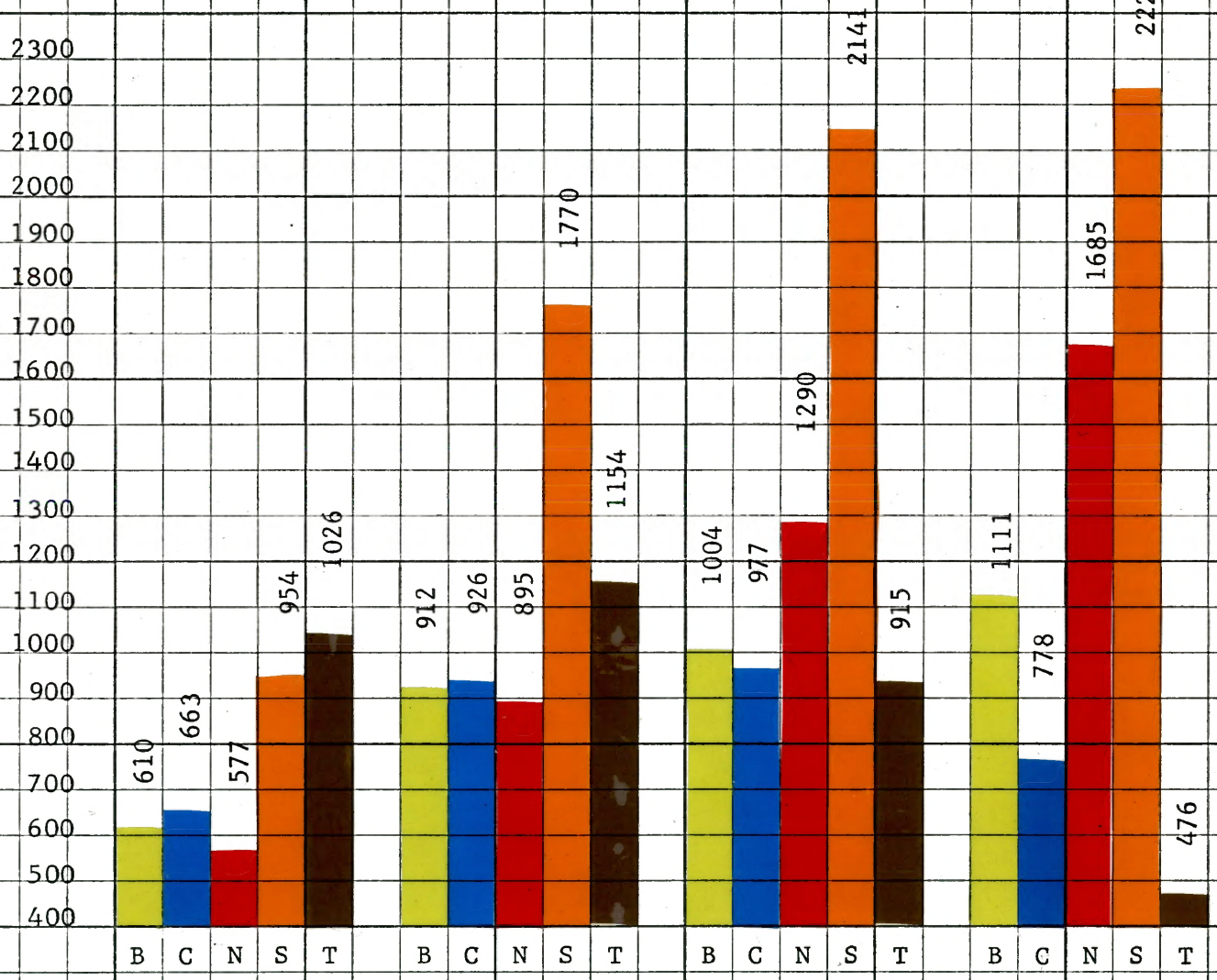

FIGURE 2

ACTUAL NUMBER OF STUDENTS ASSIGNED TO FULL-TIME BUSINESS TEACHERS

fluctuated the most, starting in 1953 with 1,026 enrollments, increasing 8.9 percent in 1957, dropping 20.71 percent in 1963 and then dropping 58.8 percent in 1968 from the 1958 high. Several factors contributed to Technical High School's drop in enrollments and to the increase in enrollments at the other schools. These factors include 1) the location of Technical High School in the disadvantaged or depressed area of the city, 2) increasing enrollment of Negro students at Technical High School causing other students to enroll in other high schools, 3) parental attitudes toward Technical High School, 4) student unrest, and 5) change of attendance areas with the normal growth of population.

Class size. The average business education class size at the schools studied is shown in Figure 3. Tables IX through XIII in Appendix B give the data supporting Figure 3. The average class size at Benson High School fluctuated between 30.4 and 32.3 students; Central High School's classes were between 30.1 and 33.1 students; North High School's classes were between 31.9 and 33.9 students; South High School's classes were between 27.1 and 32.8; and Technical High School's between 23.8 and 32.1.

Comparing the high schools in 1953-54 reveals that South High School had the lowest (28.9) and North High School the highest (33.9) average number of students per class. During the 1958-59 school year the lowest number of students per class appeared at Benson High School (30.4) and the highest at Central (33.1). In the 1963-64 school year, Technical High School had the lowest average class size (31.6) while the highest

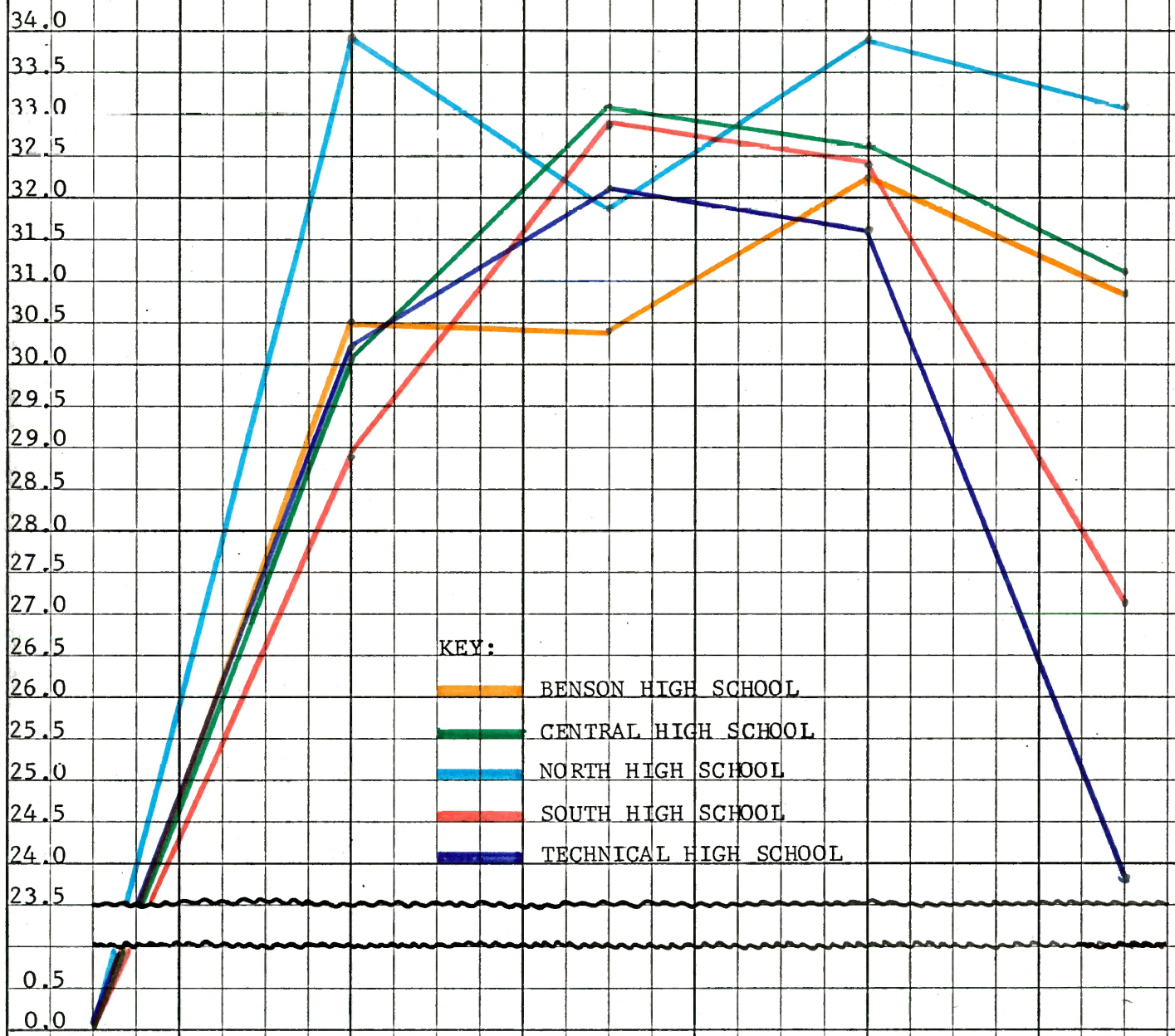

FIGURE 3

AVERAGE BUSINESS EDUCATION CLASS SIZE IN FIVE OMAHA PUBLIC HIGH SCHOOLS FROM 1953-1969

appeared at North High School (33.9). In the 1968-69 school year, the average number of students per class dropped in all schools from the 1963-64 averages. The two sharpest declines appeared at South and Technical High Schools. The drop was 5.3 for South High School and 7.8 for Technical High School. The main reason for the drop at South High School was the switch from a traditional schedule to a flexible modular schedule, thereby creating more class sections per teacher with fewer students per section. The decreasing enrollment at Technical High School accounted for the lowest average number of students per class of any school included in the study.

Since there is no categorical answer as to how large classes should be, it can only be pointed out that Tompkins found in 1949 that the ideal class consisted of 25 pupils.[2] In 1965 the NEA Research Bulletin revealed an overall national median class size of 29.0 and an overall class size in business education of 29.8.[3] Varner published figures in 1966 stating that the overall median class size in school systems of 50,000 to 99,999 pupils was 30.7 in business subjects.[4] In 1970, figures published indicated 23 pupils per teacher nationally.[5]

If Tompkins' study is a guide as to what is normal class size, then only at Technical High School in 1968, when the average class size was

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[2] Ibid.

[3] "Class Size in Secondary Schools," op. cit., p. 22.

[4] Varner, op. cit., p. 12.

[5] "Pupil-Staff Ratios," op. cit., p. 50.

23.8, did the teachers have a normal situation. At all other times the average class size was 1.5 to 8.9 points beyond Tompkins' findings.

At no time did teachers in the school year 1963-64 meet the national average of 30.7 in business subjects. All of the teachers were from .9 to 2.2 percentage points above. If the 1970 statistics (figures for the school year 1968-69) are a guide (23 pupils per teacher nationally), then at no time did the class sizes in Omaha meet this figure. Class sizes were from .8 at Technical High School to 10.1 at North High School above the national average.

Table VIII presents a class-by-class picture of conditions that existed in the five high schools for the years studied. At one extreme, in 1968-69, there were two classes (.95 percent) operating with no more than ten students. At the other extreme, in 1953-54, there were eight classes with 41 to 45 students each (6.4 percent). The greatest percentage of students (33.6 to 43.2 percent) were enrolled in classes of 31 to 35 students for each of the years studied. The largest percentage of students in this category appeared in 1958-59.

In summary, it can be said that class sizes for business education teachers in the five Omaha public high schools were always above what was either considered to be the right number of students per teacher or what was revealed nationally for business teachers or overall national averages for teachers of all subjects.

TABLE VIII

NUMBER OF HIGH SCHOOL CLASSES BY SIZE

CLASS SIZE	1953-54 NO. OF CLASSES	1953-54 CUMULATIVE PERCENTAGE	1958-59 NO. OF CLASSES	1958-59 CUMULATIVE PERCENTAGE	1963-64 NO. OF CLASSES	1963-64 CUMULATIVE PERCENTAGE	1968-69 NO. OF CLASSES	1968-69 CUMULATIVE PERCENTAGE
1-10	0	0.0	0	0.0	0	0.0	2	.9
11-15	2	1.6	4	2.3	0	0.0	15	7.1
16-20	5	4.0	2	1.1	3	1.5	18	8.6
21-25	11	8.8	10	5.7	10	5.1	27	12.9
26-30	41	32.8	34	19.3	43	22.1	26	12.4
31-35	42	33.6	76	43.2	79	40.6	83	39.5
36-40	16	12.8	46	26.1	58	29.7	34	16.2
41-45	8	6.4	4	2.3	2	1.0	5	2.4
TOTALS	125	100.0	176	100.0	195	100.0	210	100.0

The data clearly indicate that over 60 percent of the classes for each of the four years studied, except for school year 1968-69, fell into the two categories of 26 to 30 and 31 to 35 students per class.

The Omaha Board of Education policy during those years was to maintain class sizes of 25 to 35 pupils in secondary schools.[6] Data show business education classes adhering to this policy.

V. CLASS PREPARATIONS FOR BUSINESS EDUCATION TEACHERS

Class preparations. Figure 4 shows the number of teachers with one, two, three, or four preparations during the four years studied. Appendix C, Tables XIV through XVIII, elaborate on Figure 4. Of the four teachers at Benson High School during 1953-54, a percentage of 50 had two preparations; 25 percent had three preparations; and 25 percent had four. For the 1958-59 school year, 50 percent had two preparations while the remaining 50 percent had three. During the 1963-65 school year all of the teachers had two preparations. In 1968-69 two preparations were required of 42.85 percent of the teachers. Another 42.85 percent had three preparations while the remaining 14.30 percent had four preparations. The trend in Benson High School was that no teacher had more than two preparations except during the 1968-69 school year when 57.14 percent of the teachers had three or more preparations.

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[6]Policies and Regulations of the School District of Omaha, Board of Education (Omaha: July, 1964), p. 17.

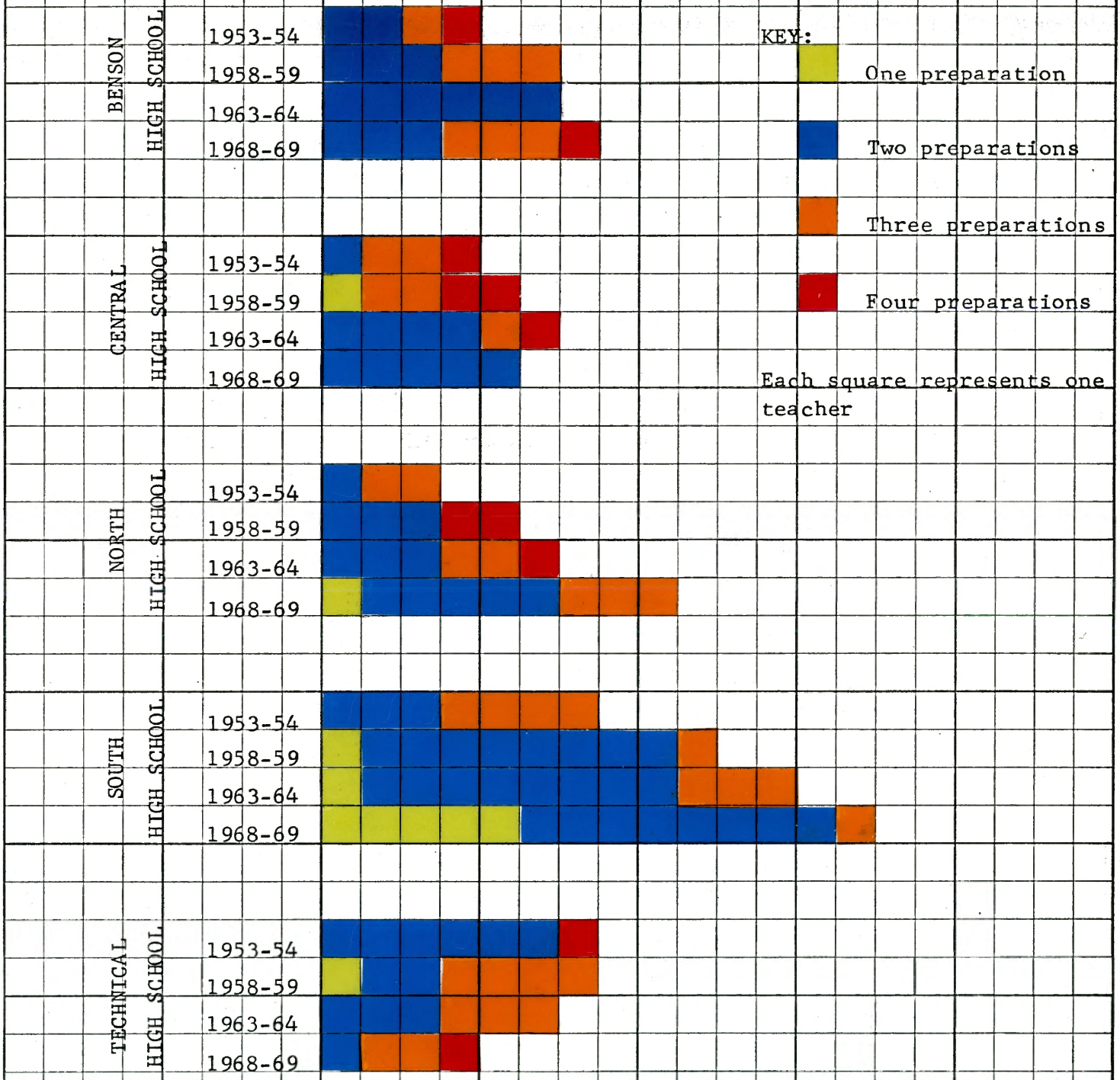


FIGURE 4

NUMBER OF PREPARATIONS OF BUSINESS EDUCATION TEACHERS AT FIVE OMAHA PUBLIC HIGH SCHOOLS FROM 1953-1969

Data for Central High School revealed that in the 1953-54 school year 25 percent of the teachers had two preparations; 50 percent had three; and 25 percent had four. The 1958-59 data showed that 20 percent of the teachers had one preparation; 40 percent had three; and 40 percent had four. In the 1963-64 school year two preparations were required of 66.66 percent of the teachers, while three preparations were required of 16.66 percent. Another 16.66 percent had four preparations. For the 1968-69 school year, 100 percent of the teachers had only two preparations. The trend for Central High School from 1953 to 1969, except for 1958, was a reduction from three and four preparations to two preparations.

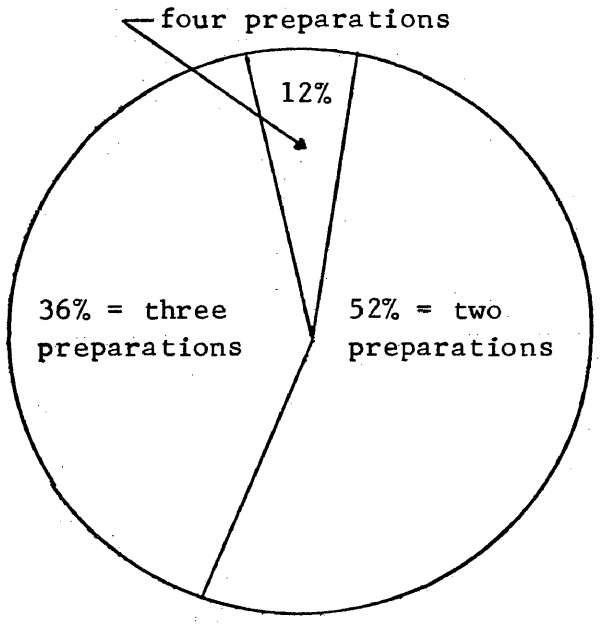
Of the three teachers at North High School during the 1953-54 school year, one teacher had two preparations and two teachers had three preparations. Sixty percent of the teachers in 1958-59 had two preparations while the other 40 percent had three preparations. The situation changed in the 1963-64 school year. Fifty percent of the teachers had two preparations; 33.33 percent had three preparations; and 16.66 percent had four preparations. Eleven percent of the teachers in 1968-69 had just one preparation; 55 percent had two preparations; and the remaining 33 percent had three preparations. Data for this high school reveal that two preparations were dominant for all the years studied except for 1953-54 when 66.66 percent of the teachers had three preparations.

In school year 1953-54 at South High School there were seven full-time teachers, 42.85 percent, who had two preparations while the remaining

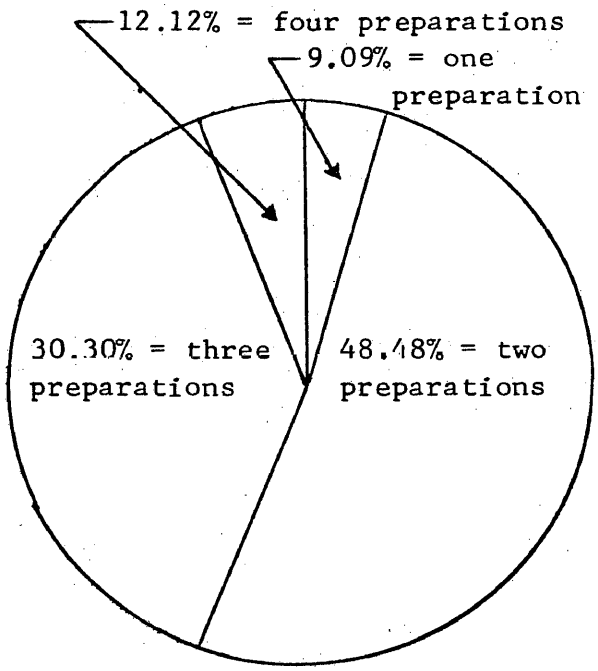
57.15 percent had three preparations. Ten percent of the teachers in school year 1958-59 had only one preparation; 80 percent had two preparations; and another 10 percent had three preparations. For the 1963-64 school year, 8.33 percent had one preparation; 66.66 percent had two preparations; and 25 percent had three preparations. Of the 14 teachers in the 1968-69 school year, 35.71 percent had one preparation; 57.14 percent had two preparations; and one, or 7 percent, had three preparations. One or two preparations at South High School has been a dominant trend.

In 1953-54 Technical High School had seven full-time business teachers; 85.71 percent had two preparations and 14.29 percent had four preparations. In 1958-59 there were the same number of full-time teachers but 14.29 percent had one preparation, 28.57 percent had two preparations, and 57.14 percent had three preparations. There was one less teacher in 1963-64 than in previous years. Fifty percent of the teachers had two preparations and 50 percent had three. Of the four full-time teachers in the 1968-69 school year, 25 percent had two preparations, 50 percent had three, and the remaining 25 percent had four. The data for this school show that while the number of full-time business education teachers decreased from 1953 to 1968, the number of preparations per teacher increased.

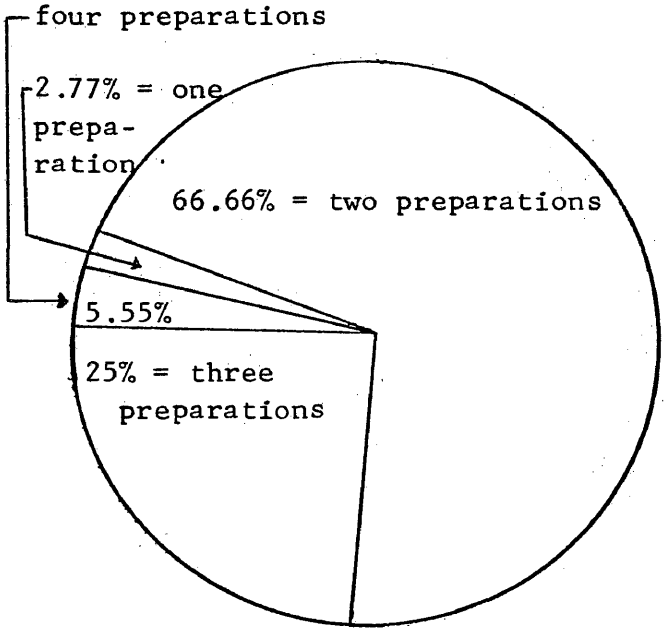
Yearly comparisons of teacher preparations. Figure 5 shows the total teachers for each year studied and gives the percentages of their



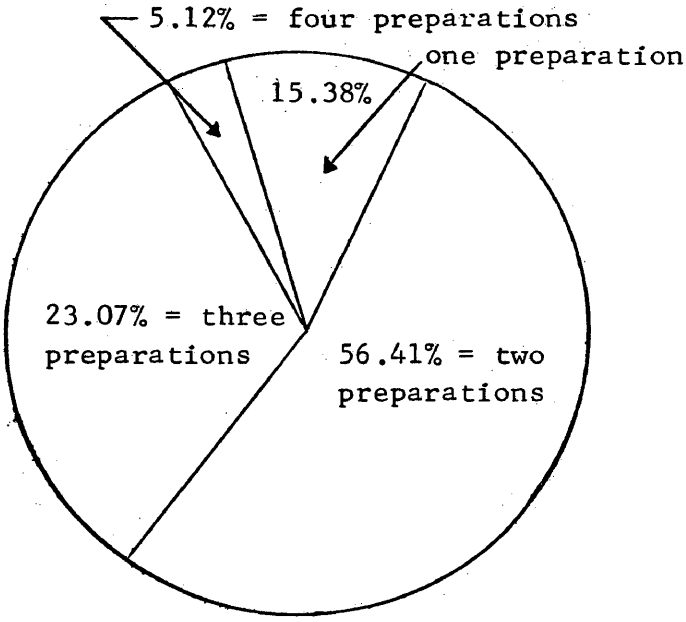
25 Teachers in 1953-54



33 Teachers in 1958-59



36 Teachers in 1963-64



39 Teachers in 1968-69

FIGURE 5

TOTAL BUSINESS TEACHERS FOR EACH YEAR STUDIED AND THEIR PERCENTAGE OF PREPARATIONS

class preparations. Of the 25 full-time teachers in school year 1953-54, there were no teachers with just one preparation. Thirteen teachers (52 percent) had two preparations; nine teachers (36 percent) had three preparations; and three teachers (12 percent) had four preparations.

In the 1958-59 school year, four of the teachers (9.09 percent) had one preparation; 16 teachers (48.48 percent) had two preparations; ten teachers (30.30 percent) had three preparations; and four teachers (12.12 percent) had four preparations.

Thirty-six teachers taught business education full time in school year 1963-64. One teacher (2.77 percent) had one preparation; 24 teachers (66.66 percent) had two preparations; nine teachers (25 percent) had three preparations; and two teachers (5.55 percent) had four preparations.

The 1968-69 school year date revealed that of 39 teachers, six (15.38 percent) had one preparation; 22 teachers (56.41 percent) had two preparations; nine teachers (23.07 percent) had three preparations; and the remaining two teachers (5.12 percent) had four preparations.

Comparing the data for the five schools shows there were more teachers in the 1968-69 school year who had only one preparation (15.38 percent) than in all of the other years combined (11.86 percent). Each year, more than 50 percent of the teachers had two preparations except for 1958-59 when the figure fell just under the halfway mark. The number of teachers with three preparations was the greatest in 1953-54 (30.30 percent), and since then declined to 23.07 percent in 1968. The

number of teachers who had four preparations did not decline until after the 1958-59 school year, and then the decline has held steady at about five percent. More than 75 percent of the teachers had two or more preparations for each of the four years included in this study.

There is no national data available as to what constitutes the average number of different class preparations a teacher should have. It can be considered, as pointed out in an NEA research publication, that one of the factors inducing strain on the day-to-day work of teachers was the requirements of instructional planning and class size.[7]

VI. EXTRACURRICULAR ASSIGNMENTS OF BUSINESS TEACHERS

Extracurricular assignments. Types of extracurricular assignments of full-time business education teachers who taught in the five high schools during each of the four years studied are presented in Appendix D, Tables IXX through XXIII. No attempt was made to weigh the assignments as to the difficulty of performance or the amount of time involved. Only those extracurricular duties that were non-reimbursable were considered. For example, a teacher assigned to sponsor a student club without reimbursement was included in the study. A teacher assigned to sponsor a sport event and receiving payment for duties performed was not considered a part of this research.

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[7] "Class Size as Related to Instruction in Elementary and Secondary Schools," op. cit., p. 6.

The number of extracurricular assignments of teachers is presented in Figure 6. Four teachers at Benson High School in the school year 1953-54 had one extracurricular assignment. During the 1958-59 school year two teachers had none, three teachers had two, and one teacher had three extracurricular assignments. Four teachers had no assignments and two had two assignments during the 1963-64 school year. In the 1968-69 school year one teacher had none, three had one, and three had three extracurricular assignments. Therefore, the trend from the 1953-54 school year through the 1963-64 year was a definite reduction in the number of extracurricular activities. In the 1968-69 school year there was a definite reversal of the previous years. More teachers were assigned extracurricular duties.

At Central High School during the 1953-54 school year two teachers had no assignments, one had one, and one had two. Of the five teachers in the 1958-59 school year, one had no assignment and four had one assignment. Two teachers from the 1963-64 school year had no assignments while the remaining four had one. During the 1968-69 school year two teachers had none, two had one, and one had two assignments. This school indicated that 90 percent of the teachers had none or only one assignment.

North High School during the 1953-54 school year had one teacher with one extracurricular assignment and two with two. For the 1958-59 school year one teacher had none, two teachers had one, and two teachers

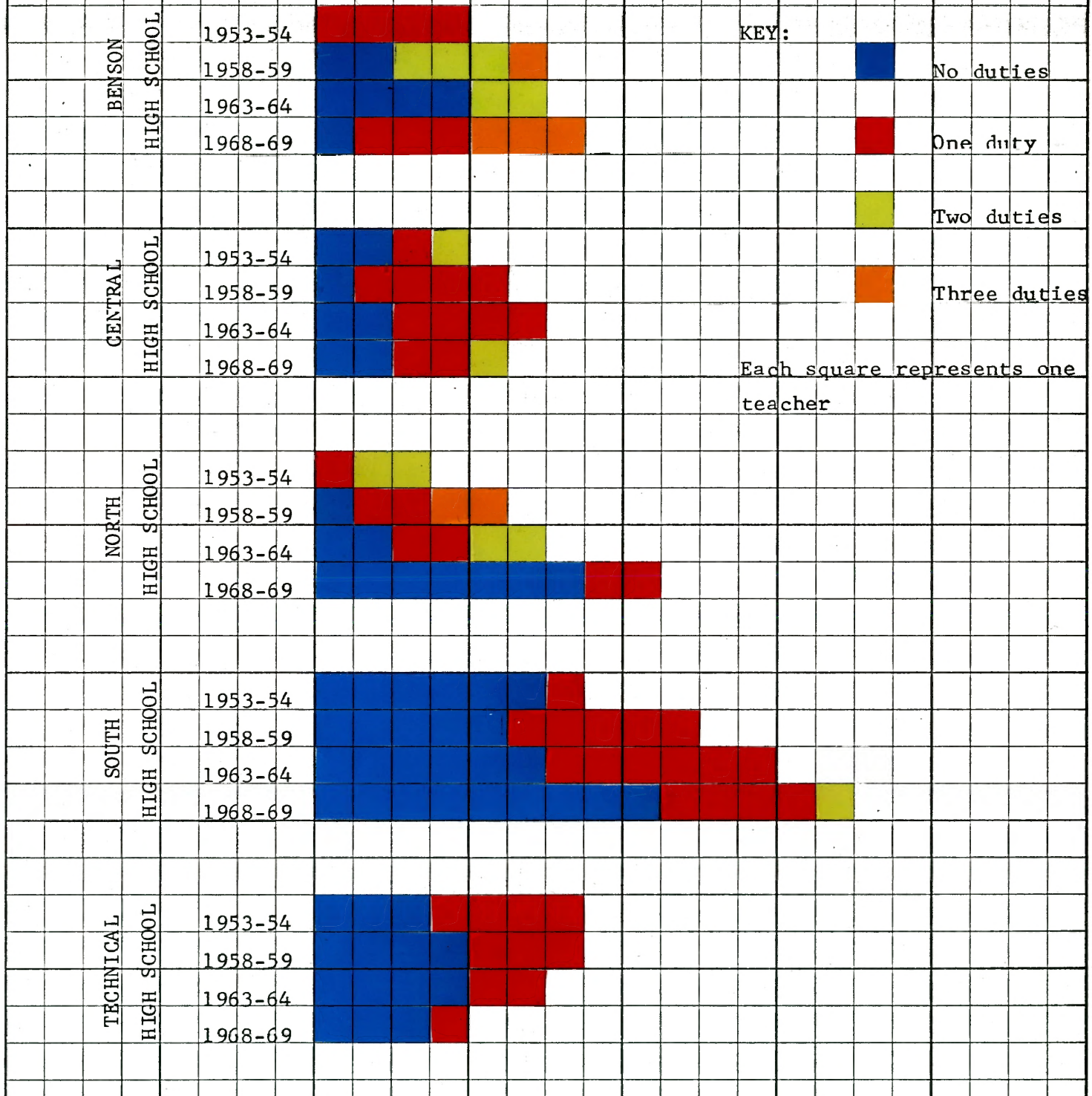


FIGURE 6

NUMBER OF EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT FIVE OMAHA PUBLIC HIGH SCHOOLS FROM 1953-1969

had three extracurricular assignments. Two teachers in the 1963-64 year had no extracurricular assignments, two teachers had one, and two teachers had two. During the 1968-69 school year, seven teachers had none and two had one extracurricular assignment. The trend at this school was definitely toward teachers having no extracurricular assignments.

South High School had seven teachers in 1953-54. Six had no assignments while just one had one extracurricular assignment. Of the ten teachers in 1958-59, half had none and half had one extracurricular assignment. The same situation occurred in 1963-64 as in 1958-59 where half of the 12 teachers had none and half had one extracurricular assignment. Of the 14 teachers in 1968-69, nine had none, four had one, and one had two extracurricular assignments. It appeared that of the teachers in South High School for the four years, at least 50 percent had no extracurricular assignment and the remaining teachers had one.

Three of Technical High School's seven teachers in 1953-54 had no extracurricular assignments, while the remaining four teachers had one. Four of the seven teachers in 1958-59 had no assignments and three had one. In 1963-64 four teachers had no extracurricular assignments and two had one. Of the four teachers in 1968-69, three had no assignments and one had one. The percentage of teachers in this school having no extracurricular assignment increased from 1953 to 1969.

Yearly comparisons of extracurricular assignments. Figure 7 shows the number of teachers by years studied and the percentage of extra-

curricular assignments for those years. Of the 25 full-time business teachers in the 1953-54 school year, 11 teachers (44 percent) had no extracurricular assignments; 11 teachers (44 percent) had one; and three teachers (12 percent) had two assignments.

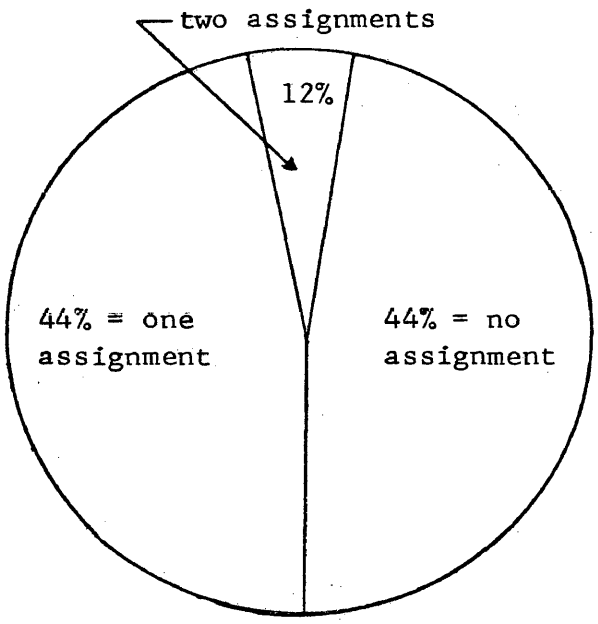
There were 33 full-time teachers in 1958-59. Thirteen (40 percent) had no extracurricular assignments; 14 (42.42 percent) had one; three (9.09 percent) had two; and three (9.09 percent) had three.

In the 1963-64 school year 36 teachers (50 percent) had no extracurricular assignments; 14 (38.88 percent) had one; and four teachers (11.11 percent) had two.

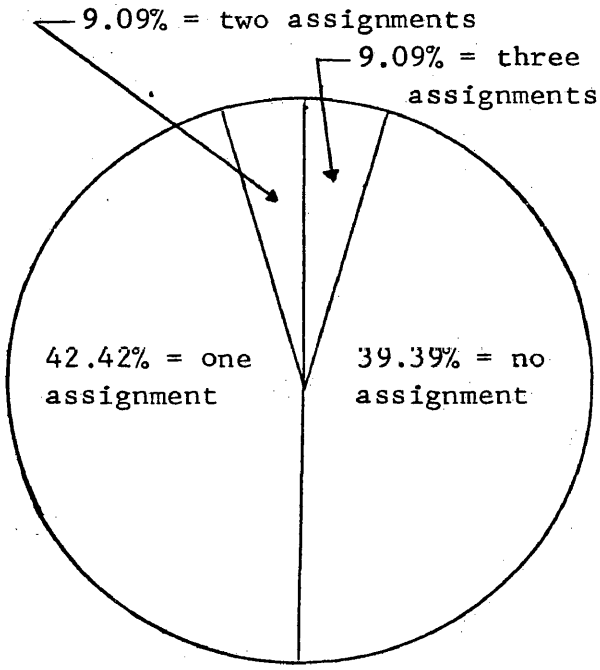
During the 1968-69 school year there were 39 full-time business teachers. Twenty-two (56.41 percent) had no extracurricular assignments; 12 (30.76 percent) had one extracurricular assignment; two (5.13 percent) had two extracurricular assignments; and three (7.69 percent) had three extracurricular assignments.

The trend shown in Figure 7 indicates that more teachers did not receive extracurricular assignments as the percentage increased from 44 percent in 1953-54 to 56.41 percent in 1968-69. It is significant to note that more than 80 percent of the teachers had one or less extracurricular assignments in the four years studied. Only rarely did a teacher have more than two assignments.

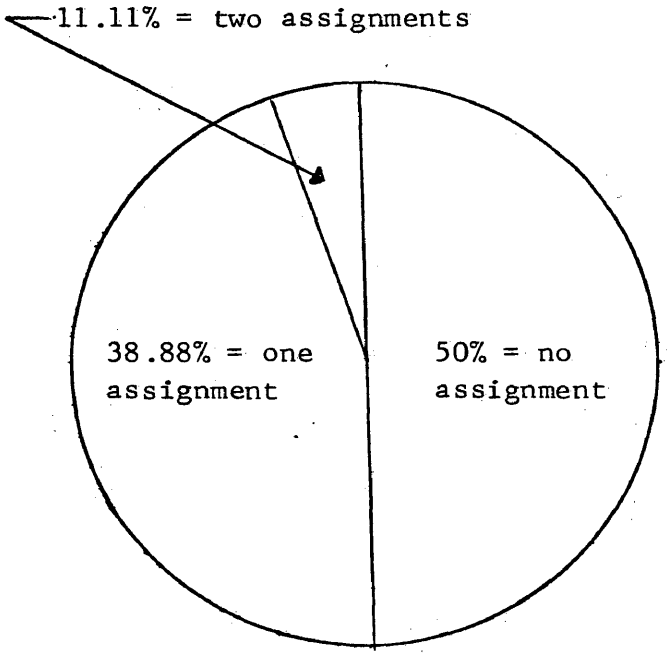
There were no national data available for what is considered to be the normal number of extracurricular assignments. A policy of the



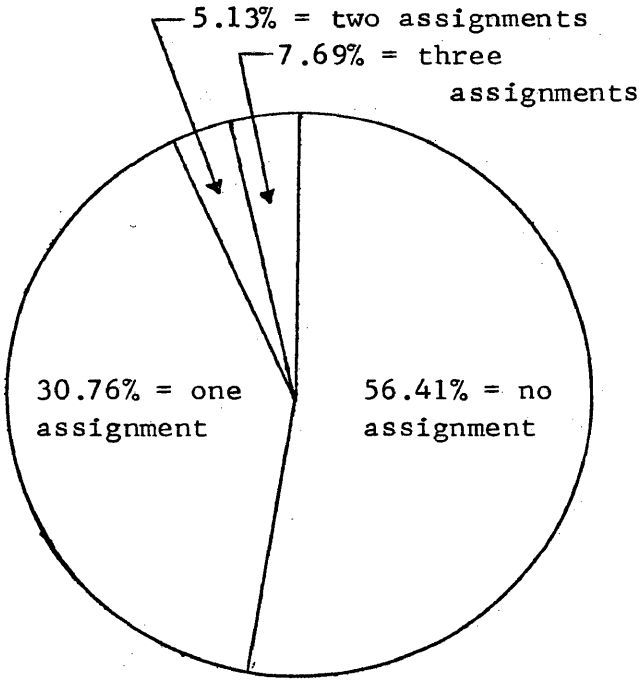
25 Teachers in 1953-54



33 Teachers in 1958-59



36 Teachers in 1963-64



39 Teachers in 1968-69

FIGURE 7

TOTAL BUSINESS EDUCATION TEACHERS FOR EACH YEAR STUDIED AND THEIR PERCENTAGE OF EXTRACURRICULAR ASSIGNMENTS

North Central Association of Colleges and Secondary Schools states that teaching load shall be such that teachers have adequate time to perform their duties effectively.[8]

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[8]North Central Association of Colleges and Secondary Schools, op. cit.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The main objective of this thesis was to study the teaching load of full-time business education personnel in five Omaha public high schools, and to ascertain what implications teacher load might have for personnel changes in business education departments.

Data for this study were obtained from one primary source which was business education assignment forms that were completed by teachers in the year in which they were teaching. These assignment forms contained questions relative to the number of periods taught, the kind of schedule followed by the school, the number of students assigned to a class, and the number and kind of extracurricular assignments. These forms were filed in the business education supervisor's office of the Omaha public schools.

In order to identify the full-time business education teachers for each senior high school, it was necessary to evaluate the primary documents to determine what constituted a full teaching schedule.

Results of this study should be of particular interest to business education supervisors, vocational directors, principals, and business education teachers.

The data secured for this research has been analyzed in detail in preceding chapters. The purpose of this chapter is to summarize those findings, to present conclusions, and to make recommendations for further studies relative to teaching load of business teachers. Following is a summary of information obtained from the primary documents of 133 business education teachers for school years 1953-54, 1958-59, 1963-64 and 1968-69.

II. TEACHING ASSIGNMENTS

The number of full-time business education teachers never dropped below the 62.5 percent mark in any of the four year periods included in this study. All of the teachers taught under a traditional schedule except for teachers at South High School during the 1968-69 school year.

A comparison of the number of teaching periods of Omaha's full-time teachers and the national level of 4.8 revealed that Omaha business education teachers were teaching from .2 to 1.2 teaching periods above the national level. During the four-year periods studied the .2 level was found at Benson, Central, South (excluding the 1968-69 school year), and Technical High Schools and the 1.2 level at North High School. South High School's flexible modular schedule in the 1968-69 school year was not equated to what was found nationally.

III. BUSINESS EDUCATION CLASS SIZE

Enrollments in business education classes continued to rise in each of the five high schools during the 15-year period except when a

minor drop occurred in Central High School in the 1968-69 school year and a continuous drop occurred, beginning in the 1960's, in Technical High.

Data revealed that the national median class size, or teacher-pupil ratio, ranged from 23.0 students, which was published in 1970, to 29.0 students as published in 1965. In business education classes nationally, the range was from 29.8 students, which was published for the first time in 1965, to 30.7 students as published in 1966. Class size in all Omaha high schools in each of the four years studied was from .8 to 10.9 points above the lowest national findings of 23.0. Analyzing the national business education figures of 29.8 students and 30.7 students which appeared in 1965 and 1966 respectively, data in this study indicated that the average business education class size in the five Omaha high schools during the 1963-64 and 1968-69 school years was from 6.0 students below the 1965 low figure of 29.8 to 4.1 students above. One of the factors contributing to large class size was that typewriting rooms were set up to accommodate 40 students each.

The greatest percentage of students (33.6 to 43.2 percent) were enrolled in classes of 31 to 35 students for each of the years studied. This was in line with the policies of the Omaha Board of Education which specified secondary class sizes between 25 to 35 students.

IV. CLASS PREPARATIONS

Data presented in this study indicate that more than 75 percent of the full-time business education teachers had two or more class preparations.

National data could not be found to indicate what would be an average number of daily preparations a teacher should have. However, data published in 1952 indicated that teacher strain could be induced in an individual by the requirements of instructional planning.

V. EXTRACURRICULAR ASSIGNMENTS

Data could not be found to indicate what could be considered the average number of extracurricular assignments a teacher should have. Extracurricular assignments of business education teachers in the five high schools during the four years studied appeared not to be of great concern. More than 80 percent of the teachers had one or no extracurricular assignment.

VI. CONCLUSIONS

After studying business education teacher load in five Omaha public high schools for four years, several conclusions can be made.

1. Business education teachers at no time had a normal number of assigned teaching periods.

2. The business education teacher-pupil ratio was above what was found nationally for business education classes, except for Technical High School in 1968-69 and South High School in 1968-69 when that school operated under a flexible modular schedule.

3. The business education teacher-pupil ratio was always above what was found nationally for overall teacher-pupil ratios.

4. Two class preparations per teacher were nearly always considered to be normal for business education teachers.

5. Extracurricular assignments did not cause an excessive amount of strain on business education teachers.

6. The two factors creating a more than normal teaching load for most teachers were the number of teaching periods and the above average class sizes.

7. The overall trend in teacher load in the five Omaha public high schools indicates that full-time business education teachers were receiving lighter loads as the years progressed.

VII. RECOMMENDATIONS

The findings of this investigation and those of other studies which have been reviewed in this paper indicate that business education teacher load in each of the five Omaha public high schools has been heavier that what has been considered to be a normal teaching load. The implications of these facts for business education point to the advisability of improved personnel policies to promote better teaching in the high schools.

On the basis of the results interpreted through this investigation, recommendations for improved teaching load for business education teachers include the following:

1. School administrators and supervisors should be cognizant of current trends in teacher-pupil ratios in order that teachers could

have adequate time to meet individual differences of students to facilitate learning in the classroom.

2. Strain-producing factors such as more than two class preparations should be reduced in order to maintain a normal teaching situation.

3. Extracurricular assignments should be kept at the present level or further reduced in order that teachers can perform in a normal teaching capacity.

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APPENDIX A

NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
ROOM 302 A. H. EAST CAMPUS UNI. OF NEBR.
LINCOLN, NEBRASKA 68503
PHONE 472-2807

March 26, 1970

Merle Gier, Supervisor
Business and Distributive Education
Omaha Public Schools
3902 Davenport Street
Omaha, Nebraska 68131

Dear Merle:

In response to your request via the Ohio Center--A search of our resource center did not produce information related to your questions on ideal number of preparations, classes, students or extra curricular activities. The Business Teacher Education Department doesn't have any relevant research either.

I suggest you check the VT ERIC catalog or the R.I.E. catalog for possible sources. The University of Nebraska at Omaha has the complete ERIC collection or microfiche in Gene Eppley Library.

Sincerely,

Jean

Jean R. Snell
RCU Staff

JRS:lp

APPENDIX B

TABLE IX

ACTUAL NUMBER OF STUDENTS ASSIGNED TO EACH TEACHER AT BENSON HIGH SCHOOL

TEACHER	1953-54			1958-59			1963-64			1968-69		
	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size
A	155	5	31.0	179	6	29.8	156	5	31.2	176	5	35.2
B	144	5	28.8	123	5	24.6	179	5	35.8	167	5	33.4
C	156	5	31.2	158	5	31.6	160	5	32.0	157	5	31.4
D	155	5	31.0	152	5	30.4	176	5	35.2	166	5	33.2
E				169	5	33.8	160	5	32.0	184	6	30.7
F				131	4	32.8	173	6	28.8	133	5	26.6
G										128	5	25.6
Overall average class size			30.5			30.4			32.3			30.8
TOTALS	610	20		912	30		1,004	31		1,111	36	

TABLE X

ACTUAL NUMBER OF STUDENTS ASSIGNED TO EACH TEACHER AT CENTRAL HIGH SCHOOL

TEACHER	1953-54			1958-59			1963-64			1968-69		
	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size
A	155	5	31.0	130	4	32.5	156	5	31.2	78	4	19.5
B	193	6	32.1	182	6	30.3	172	5	34.4	200	6	33.3
C	173	6	28.8	206	6	34.3	140	5	28.0	159	5	31.8
D	142	5	28.4	206	6	34.3	174	5	34.8	177	5	35.4
E				202	6	33.7	167	5	33.4	164	5	32.8
F							168	5	33.6			
Overall average class size			30.1			33.1			32.6			31.1
TOTALS	663	22		926	28		977	30		778	25	

TABLE XI

ACTUAL NUMBER OF STUDENTS ASSIGNED TO EACH TEACHER AT NORTH HIGH SCHOOL

TEACHER	1953-54			1958-59			1963-64			1968-69		
	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size
A	144	5	28.8	106	5	21.2	202	6	33.6	186	6	31.0
B	227	6	37.8	164	5	32.8	213	6	35.5	197	6	32.8
C	206	6	34.3	188	6	31.3	246	7	35.1	202	6	33.6
D				216	6	36.0	256	7	36.6	166	5	33.2
E				221	6	36.8	164	6	27.3	214	6	35.7
F							209	6	34.8	210	6	35.0
G										164	5	32.8
H										148	5	29.6
I										198	6	33.0
Overall average class size			33.9			31.9			33.9			33.1
TOTALS	577	17		895	28		1,290	38		1,685	51	

TABLE XII

ACTUAL NUMBER OF STUDENTS ASSIGNED TO EACH TEACHER AT SOUTH HIGH SCHOOL

TEACHER	1953-54			1958-59			1963-64			1968-69		
	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size
A	121	5	24.2	172	5	34.4	156	5	31.2	223	7	31.8
B	118	4	29.5	149	5	29.8	167	5	33.4	162	5	32.4
C	140	5	28.0	154	5	30.8	172	5	34.4	196	6	32.7
D	139	5	27.8	170	5	34.0	178	6	29.7	182	6	30.3
E	158	5	31.6	135	4	33.8	176	5	35.2	155	6	25.8
F	126	4	31.5	173	5	34.6	181	5	36.2	197	6	32.8
G	152	5	30.4	181	5	36.2	161	5	32.2	170	7	24.3
H				168	5	33.6	161	5	32.2	65	5	13.0
I				143	5	28.6	171	5	34.2	78	5	15.6
J				146	5	29.2	144	5	28.8	182	6	30.3
K				179	5	35.8	165	5	33.0	188	6	31.3
L							150	5	30.0	72	5	14.4
M							159	5	31.8	169	6	28.2
N										184	6	30.7
Overall average class size			28.9			32.8			32.4			27.1
TOTALS	954	33		1,770	54		2,141	66		2,223	82	

TABLE XIII

ACTUAL NUMBER OF STUDENTS ASSIGNED TO EACH TEACHER AT TECHNICAL HIGH SCHOOL

TEACHER	1953-54			1958-59			1963-64			1968-69		
	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size	No. of students	Teaching periods	Ave. class size
A	142	6	23.7	170	5	34.0	152	5	30.4	113	5	22.6
B	192	5	38.4	161	5	32.2	135	5	27.0	93	5	18.6
C	123	5	24.6	169	5	28.2	151	5	30.2	110	5	22.0
D	137	4	34.3	163	5	32.6	173	5	34.6	160	5	32.0
E	154	5	30.8	169	5	33.8	165	5	33.0			
F	189	5	37.8	163	5	32.6	139	4	34.8			
G	89	4	22.3	159	5	31.8						
Overall average class size			30.2			32.1			31.6			23.8
TOTALS	1,026	34		1,154	36		915	29		476	20	

APPENDIX C

TABLE XIV

NUMBER OF PREPARATIONS FOR EACH
BUSINESS EDUCATION TEACHER
AT BENSON HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	2	3	2	3
B	4	3	2	2
C	2	2	2	4
D	3	2	2	2
E		2	2	2
F			2	3
G				3

TABLE XV

NUMBER OF PREPARATIONS FOR EACH
BUSINESS EDUCATION TEACHER
AT CENTRAL HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	3	1	2	2
B	3	3	2	2
C	4	4	4	2
D	2	3	2	2
E		4	3	2
F			2	

TABLE XVI

NUMBER OF PREPARATIONS FOR EACH
BUSINESS EDUCATION TEACHER
AT NORTH HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	2	4	2	3
B	3	2	2	3
C	3	4	2	2
D		2	3	3
E		2	3	1
F			4	2
G				2
H				2
I				2

TABLE XVII

NUMBER OF PREPARATIONS FOR EACH
BUSINESS EDUCATION TEACHER
AT SOUTH HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	3	2	3	2
B	3	2	2	1
C	2	3	1	2
D	3	1	2	2
E	2	2	3	2
F	2	2	2	2
G	3	2	2	1
H		2	3	1
I		2	2	1
J		2	2	2
K			3	2
L			2	1
M			2	3
N				2

TABLE XVIII

NUMBER OF PREPARATIONS FOR EACH
BUSINESS EDUCATION TEACHER
AT TECHNICAL HIGH SCHOOL

TEACHER	1953-54	1958-59	1963-64	1968-69
A	2	3	3	3
B	2	3	3	4
C	4	3	3	3
D	2	2	2	2
E	2	3	2	
F	2	2	2	
G	2	1		

APPENDIX D

TABLE IXX

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT BENSON HIGH SCHOOL

DUTY	1953-54 TEACHER				1958-59 TEACHER						1963-64 TEACHER						1968-69 TEACHER						
	A	B	C	D	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F	G
Class sponsor	X								X	X					X							X	
Coaching																							
Curriculum comm.		X					X									X					X		
PTA																							
Scholarship comm.						X				X													
Special events																							
Student clubs				X			X													X	X		
Student council																							
Student employment			X			X																	
Teacher welfare									X	X					X	X		X			X		X
TOTALS	1	1	1	1	0	2	2	0	2	3	0	0	0	0	2	2	1	0	0	2	2	2	1

TABLE XX

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT CENTRAL HIGH SCHOOL

DUTY	1953-54 TEACHER				1958-59 TEACHER					1963-64 TEACHER						1968-69 TEACHER				
	A	B	C	D	A	B	C	D	E	A	B	C	D	E	F	A	B	C	D	E
Class sponsor																				
Coaching																	X			
Curriculum comm.			X																	
PTA																				
Scholarship comm.																				
Special events					X														X	
Student clubs				X		X	X	X		X	X				X		X		X	
Student council																				
Student employment																				
Teacher welfare			X									X								
TOTALS	0	0	2	1	1	1	1	1		1	1	1	0	0	1	1	1	0	2	0

TABLE XXI

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT NORTH HIGH SCHOOL

DUTY	1953-54 TEACHER			1958-59 TEACHER				1963-64 TEACHER						1968-69 TEACHER								
	A	B	C	A	B	C	D	A	B	C	D	E	F	A	B	C	D	E	F	G	H	I
Class sponsor									X													
Coaching																						
Curriculum comm.	X			X																		
PTA				X																		
Scholarship comm.																						
Special events		X	X			X	X															
Student clubs	X		X	X		X		X		X	X					X						X
Student council					X																	
Student employment											X											
Teacher welfare						X			X													
TOTALS	2	1	2	3	1	3	1	1	2	1	2	0	0	0	0	1	0	0	0	0	0	1

TABLE XXII

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT SOUTH HIGH SCHOOL

DUTY	1953-54 TEACHER							1958-59 TEACHER								
	A	B	C	D	E	F	G	A	B	C	D	E	F	G	H	I	J
Class sponsor										X							
Coaching																	
Curriculum comm.																	
PTA																	
Scholarship comm.																	
Special events												X					
Student clubs	X							X			X				X		
Student council																	
Student employment																	
Teacher welfare																	
TOTALS	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	0

TABLE XXII (Continued)

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT SOUTH HIGH SCHOOL

DUTY	1963-64 TEACHER												1968-69 TEACHER													
	A	B	C	D	E	F	G	H	I	J	K	L	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Class sponsor		X																								
Coaching																										
Curriculum comm.																										
PTA																										
Scholarship comm.																										
Special events																	X		X					X		X
Student clubs					X	X					X						X								X	
Student council			X																							
Student employment																										
Teacher welfare																										
TOTALS	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1

TABLE XXIII

NON-REIMBURSABLE EXTRACURRICULAR DUTIES OF BUSINESS EDUCATION TEACHERS AT TECHNICAL HIGH SCHOOL

DUTY	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	A	B	C	D
Class sponsor	X																							
Coaching			X																					
Curriculum comm.																X								
PTA																								
Scholarship comm.																								
Special events				X								X												
Student clubs		X											X	X				X				X		
Student council																								
Student employment																								
Teacher welfare																								
TOTALS	1	1	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0	0	0	1	0	0